

Marsing Jr District #363

Owyhee County

209 8th Ave W, PO Box 340, Marsing, ID 83639

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Harold V. Shockley, Superintendent

District Characteristics 2005-06

Fall Enrollment	818	Special Education:	
Average Daily Attendance.....	761	Special Education Students.....	94
State Ranking Per ADA.....	61	Gifted and Talented Students.....	41
Number of Schools (sites):		Number of LEP Students**.....	168
Elementary.....	1	National School Lunch Program:	
Secondary.....	2	Average Daily Participation.....	596
Number of Accredited Schools:		Free and Reduced Meals.....	481
Approved.....	2	Lunch Price - Elementary.....	\$1.15
Approved with Merit.....	1	Lunch Price - Secondary.....	\$1.40
Approved with Warning.....	0	Pupil Transportation Program:	
Not Approved.....	0	Average Daily Ridership 2004-05	445
High School Diplomas Regular.....	36	District Owned Operation	
Other Completions*	0	* Certificates of Completion issued by the district	
Graduation Completion Rate...	86%	** Limited English Proficient (LEP)	

Highlights

We restructured the school day to increase instructional time, providing a greater emphasis on targeted instruction to improve student performance.

The District brought on-line a new Student Information System (SIS), enabling staff to efficiently collect and analyze student data and respond to State reporting requirements. In addition, we successfully piloted a system that enabled parents to access student assignments, grades, and disciplinary records from their home computer.

Instructionally, the District has placed a major emphasis on teacher in-service, enabling teachers to better deliver sequenced/targeted instruction. The District also adopted a new K-12 writing program focusing on both understanding the components of quality writing and the application of these skills in written communication.

Progress Towards Meeting Goals

2005-06 Goals

Progress

Improvement of instruction through the use of data, more effectively sequencing and targeting instruction

We are continuing to invest in in-service training to collect and analyze student data and to more effectively utilize the data for sequenced/targeted instruction.

Developed and implemented a new K-12 Writing Curriculum

A district-wide effort was exerted to develop and implement a new K-12 writing curriculum to enable students to gain the competencies of quality writing and then apply these skills in all of their written communications. These skills will be taught and evaluated in all classes and subject areas district-wide.

Implementation of new Student Information System (SIS) that will enable teachers and administrators to effectively collect and analyze student data as well as enable parents to access information on their individual student

With the demise of the ISIMS project, the District brought on-line a new Student Information System (SIS) enabling teachers, counselors, and administrators to efficiently collect and analyze student data and to respond to State reporting requirements. In addition, during the 2005-2006 school year we successfully piloted a parent information access system enabling parents to access their students' assignments, grades, and discipline records from the convenience of their own home computer.

Analyze ISAT and IRI test results to identify student deficiencies and corresponding targeted instruction to more effectively identify student deficiencies

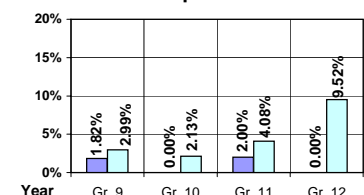
District teachers and administrators analyzed test results from the 2004-2005 ISAT and IRI tests. This data was then used to modify the student schedules and instructional delivery systems to provide remediation and supplemental instruction for students with identified deficiencies. This same data was also used to develop targeted growth goals for students to measure their progress towards meeting proficiency. This process has produced significant academic student growth, based on 2006 spring test results.

Student Profiles

Ethnicity

Race	Male	Female	Total
White	31.67%	30.32%	61.99%
Black	0.24%	0.00%	0.24%
Hispanic	19.07%	18.70%	37.77%
Nat. Amer.	0.00%	0.00%	0.00%
Asian/Pac	0.00%	0.00%	0.00%
Total	50.98%	49.02%	100.00%

Dropouts



Year	Gr. 9	Gr. 10	Gr. 11	Gr. 12
04-05	1	0	1	0
05-06	2	1	2	4

Financial Information 2005-06

	M & O Fund	%	All Funds	%
Revenues:				
Local Taxes	\$621,212	13.63%	\$1,206,166	19.62%
Other Sources	106,208	2.33%	202,103	3.29%
State	3,815,205	83.70%	3,901,052	63.45%
Federal	15,559	0.34%	838,632	13.64%
Total	\$4,558,184	100.00%	\$6,147,953	100.00%

Supplemental Information

Property and Agricultural Equipment Replacement Taxes.....	\$182,576
Lottery Revenues.....	\$27,626
Technology Grant.....	\$42,281

Expenditures:	Total	%	ADA	Rank
M & O Instruction	\$2,687,007	60.81%		
M & O Support Services	1,732,033	39.19%		
M & O Other		0.00%		
Total M & O	\$4,419,040	100.00%	\$5,809	84
Total All Funds	\$6,180,356	100.00%	\$8,125	88

Tax Levies 9-1-2005

	Total	Per ADA	Rank
Property Market Values	\$138,295,640	\$181,803	99
Total General M & O Levies	0.002693100		73
Total District Levies	0.004510127		30

Staff Data 2005-06

Personnel:	FTE	ADA To FTE	Teachers Salaries:	Rank
Elementary Teachers	23.90	19	Beginning Salary on Schedule	\$27,500
Secondary Teachers	26.70	12	Highest Salary on Schedule	\$46,712
Administrators	4.20	181	Average Elementary Teacher's Salary	\$39,819 68
Other Certified Staff	6.90	110	Average Secondary Teacher's Salary	\$38,038 115
Total Certified Staff	61.70	12	Superintendent's Salary	\$77,500 70
Total Non-Certified Staff	32.80	23		

Note: Rank represents how this district compares to the other public school districts in the State of Idaho; high to low (1 being the highest).



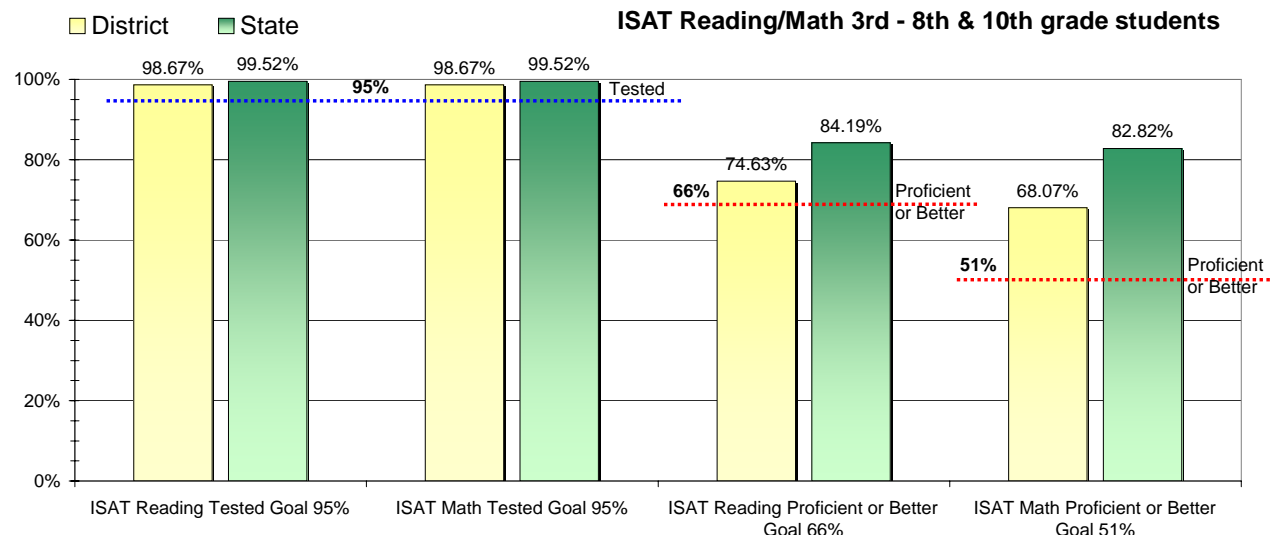
Adequate Yearly Progress and Assessment : 2005-06

Did Marsing Jt District make Adequate yearly progress for 2005-06? Yes

Percent of the 41 targets that Marsing Jt District made: 100%

The goal in our nation is for all students in grades 3 through 8 and 10 to be proficient in reading and math by the spring of 2014. Idaho uses the Idaho Standards Achievement Test (ISAT) and the Idaho Alternate Assessment (IAA) to measure proficiency. This report shows the percentage of students who met state goals for proficiency in reading and math.

More Information is available at: <http://www.sde.state.id.us/admin/ayp05/default.asp>



To Protect the privacy of individual students the following symbols are used.

^ No participation determinations are made for groups of less than 10 students. The participation rate of students in this group is included in district and state totals.

~ No proficiency determinations are made for groups of less than 34 students. The proficiency level of students in this group is included in district and state totals

3rd Indicator - Graduation Rate

2004	2005	Goal
81.4%	84.21%	Met